

UNIT OVERVIEW

Course Name: Social Studies
Unit Title: At the Core of Philanthropy^{3/4} Democratic Values
Grade Level: 6th - 8th Grades

Overview:

The learner will have the opportunity to examine his/her values and beliefs as the basis for his/her actions. Students will make the connection that citizens are motivated by democratic values, which, in turn, encourage them to act philanthropically. Students will examine contemporary and historical examples of individuals who acted philanthropically for the common good. Finally, the learner will examine the importance of protecting and promoting our core democratic values and how that can be accomplished through personal involvement as a young person.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson One:	SOC.III.3.MS.2		
Lesson Two:	SOC.III.3.MS.2		
Lesson Three:	SOC.I.2.MS.2	SOC.I.2.MS.4	
Lesson Four:	SOC.I.4.MS.3	SOC.I.4.MS.4	SOC.III.3.MS.2

Philanthropy Theme(s):

- | | | |
|-----------------------------------|--------------------|---------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.MS.4 | |
| • Philanthropy and Civil Society | PHIL.II.PCS05.MS.6 | PHIL.II.PCS05.MS.10 |
| • Philanthropy and the Individual | PHIL.III.PI01.MS.4 | PHIL.III.PI01.MS.6 |

Unit Purpose:

This unit begins with the learner examining personal beliefs and the basis for their actions. This is the connection to understanding that the **Core Democratic Values** are fundamental civic beliefs which inspire philanthropic action. Students will develop descriptions and create posters of eight Core Democratic Values. They will also research contemporary examples of individuals acting to enhance Core Democratic Values. While reflecting upon the historical perspective and context of World War II, students will view a video as well as participate in role plays regarding the enhancement or violation of Core Democratic Values. Finally, students will use what they have learned about the Japanese Internment to examine Core Democratic Values during World War II as they compose and articulate their thoughts in an essay format.

Unit Objectives:

The learner will:

- define at least five Core Democratic Values.
- explain the role of Core Democratic Values as commonly held beliefs among citizens which inspire them to act philanthropically.
- explain the connection between Core Democratic Values and the founding documents.
- describe the action of an individual in contemporary society acting for the common good in accordance with a Core Democratic Value.
- hypothesize possible reasons for the lack of voluntary action to enhance a Core Democratic Value.
- identify and propose actions to personally enhance a Core Democratic Value.
- describe philanthropic action by a citizen during World War II, and explain how a Core Democratic Value was enhanced by the action.
- identify actions of the American government and people during World War II which violated Core Democratic Values in regard to Japanese Americans and describe the impact of those actions.
- list ways Core Democratic Values can be enhanced through philanthropic action for the common good of the student body.

Experiential Component:

Lesson Four can provide the opportunity for students to encourage their peers not only to act upon personal and civic values, but also apply those values by giving of time, talent, and treasure. Students can make an appeal to and assist their school leadership council with clarifying values of the group. This would be an opportunity for students to teach the council about the Core Democratic Values and brainstorm ways in which they can be used within the school setting. Sharing content learned from World War II and Japanese Internment will serve as powerful motivating factors of the importance of action in accordance with the Core Democratic Values for the purpose of preserving democracy.

Time:

Approximately Nine Forty-Five Minute Class Periods.

Lesson Titles:

1. Seeds of Our Democracy—Core Values
2. Planting the Seeds of Our Values—Contemporary Perspective
3. Planting the Seeds of Our Values—Historical Perspective
4. Growing from Planted Seeds

Unit Assessment:

Students will send letters of appreciation and encouragement to current service men (see Web site www.vfw.org/comm/project.shtml for addresses). Students will write about how philanthropic actions maintain our democracy and enhance Core Democratic Values.

School/Home Connection:

Lesson One: Seeds of Our Democracy^{3/4}*Core Values* provides a two-part, follow-up activity. The first part will provide an opportunity for students to reflect upon their family as the source of personal beliefs. The second part will provide students with an opportunity to describe the eight Core Democratic Values and their role in encouraging citizens to be involved by giving of their time, talent, and/or treasure.

Notes for Teaching:

Although World War II is the historical focus of this unit, teachers may use another time or event and still teach the important objectives of this unit. In regard to the Core Democratic Values, eight were chosen as the focus of this unit. However, there are many others which can be considered in place of or in addition to those included in this unit.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. III. Civic Perspective	3. Democracy In Action	MS. 2. Identify disparities between American ideals and realities and propose ways to reduce them.
Lesson Two:		
SOC. III. Civic Perspective	3. Democracy In Action	MS. 2. Identify disparities between American ideals and realities and propose ways to reduce them.
Lesson Three:		
SOC. I. Historical Perspective	2. Comprehending the Past	MS. 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC. I. Historical Perspective	2. Comprehending the Past	MS. 4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.
Lesson Four:		
SOC. I. Historical Perspective	4. Judging Decisions From the Past	MS. 3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.
SOC. I. Historical Perspective	4. Judging Decisions From the Past	MS. 4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
SOC. III. Civic Perspective	3. Democracy In Action	MS. 2. Identify disparities between American ideals and realities and propose ways to reduce them.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
Lesson One:		
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 6. Describe how the founding documents and core democratic values encourage citizens to act philanthropically.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.
Lesson Two:		
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 4. Identify and describe the actions of citizens who acted for the common good.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.
Lesson Three:		
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 4. Give examples of how Americans helped others.
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 4. Identify and describe the actions of citizens who acted for the common good.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.
Lesson Four:		
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 6. Describe how the founding documents and core democratic values encourage citizens to act philanthropically.

Lesson Developed and Piloted by:

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Course Name: Social Studies
Unit Title: At the Core of Philanthropy—Democratic Values
Lesson Title: Lesson One: Seeds of Our Democracy—Core Values
Grade Level: 6th – 8th Grades
Duration: Two Forty-Five Minute Class Periods

National Content Standards:
<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:
SOC.III.3.MS.2

Philanthropy Theme(s):

- Philanthropy and Civil Society PHIL.II.PCS05.MS.6
- Philanthropy and the Individual PHIL.III.PI01.MS.6

Purpose:
This introductory lesson will provide students the opportunity to examine their own personal values and the source of the influence which helped them form those values. The learner will then be introduced to the Core Democratic Values which citizens hold in common and their role as the source to inspire philanthropic action. Finally, students will learn the connection between Core Democratic Values and the founding documents.

Objectives:
The learner will:

- define at least five Core Democratic Values.
- explain the role of Core Democratic Values as commonly held beliefs among citizens which inspire them to act philanthropically.
- explain the connection between Core Democratic Values and the founding documents.

Experiential Component:
None for this lesson.

Materials:

- Chart with the heading “*Family, Religion, Personal Experience, Peers*”
- Construction paper or poster board
- Markers, colored pencils, crayons
- *A Question to Ponder—What Do We Believe?* (**Attachment One**)
- *School/Home Connection* (**Attachment Two**)

Instructional Procedure(s):

Anticipatory Set:

Write the word “believe” in very large letters. Then give an example of something you believe which is superficial (e.g., I believe that chocolate is the best flavor of ice cream). Next, give an example of something you believe which is serious (e.g., I believe that people should be treated with respect). Then ask the students to tell something which they believe. Elicit both frivolous and serious responses. Create a list of student responses on chart paper, whiteboard, chalkboard, or overhead.

- Once a variety of responses has been generated, state the belief and ask, “*All those who believe or agree with (state belief), please stand.*” Emphatically point out to students that this is a **commonly** held belief among their peers (if the majority stand). Do this with several beliefs. Display a chart with the headings, “**Family, Religion, Personal Experience, Peers**” across the top. Ask students to state a belief they contributed to the list and then decide what influenced the formation of that belief. Students may realize that some beliefs will need to be listed under more than one category.
- In order to connect student experience and understanding to the concepts of this lesson, state serious civic beliefs such as:
 - “*Stand if you believe it is important to vote.*”
 - “*Stand if you believe it is important to express your opinion.*”
 - “*Stand if you believe all people are created equal.*”
 - “*Stand if you believe it is important to tell the truth.*”
- Directly teach that these common fundamental beliefs, which citizens believe are important, are called **Core Democratic Values**, and they have their origin in the founding documents just as our personal beliefs have their origin in family, religion, personal experience and/or peers. Ask students what they think the connection is between the Core Democratic Values and the founding documents. Be sure to emphasize that the writers were inspired by the desire to protect their values as citizens and so they expressed their ideals and expectations in the founding documents. The **Bill of Rights** and **Constitution** emphasize the importance of protecting our individual rights. The **Declaration of Independence** outlines the importance of government to act in accordance with values. All the documents show the value of **popular sovereignty**—*that government must be for the people and by the people*. These documents show the lasting power and need for collective action to state and preserve our values.

Instructional Procedure(s) [Continued]:

- To discover some of those commonly held beliefs, have students engage in the following activity. Divide students into eight small groups (approximately 3-4 students per group) and provide a prompt question for discussion. Each group should have a different question which relates to one of the following Core Democratic Values: ***Truth, Justice, Equality, Diversity, Patriotism, Individual Rights, Common Good, and Popular Sovereignty*** (do not identify the Core Democratic Value at this time). The following list provides a sample question for each Core Democratic Value:

- *Should people tell little white lies to protect the feelings of others?*
- *Should people follow rules even if they are unfair?*
- *Should females be allowed to play on teams that are usually all-male teams?*
- *Should people in the United States speak their native language, wear their native dress, and practice their traditions?*
- *Should people criticize our government when they feel it is necessary?*
- *Should children have a right to privacy regarding their lockers at school or bedrooms at home?*

Ask the members of each group to answer the question posed and then give supporting reasons for their stand. Each group should designate a recorder to write down the group's responses on the form *A Question to Ponder—What Do We Believe?* (**Attachment One**)

- Write the ***eight Core Democratic Values*** on the chalkboard: ***Truth, Justice, Equality, Diversity, Patriotism, Individual Rights, Common Good, and Popular Sovereignty***. Ask a spokesperson from each group to share their question and group responses. Encourage other groups to take a stand on the question posed to another group to facilitate greater student involvement. While the student is speaking, write down key words and phrases which relate to the Core Democratic Value. Ask students if they can identify the related Core Democratic Value from the list on the board. At this time be sure to emphasize that the ideal is all citizens acting responsibly with consideration of the Core Democratic Values. Sometimes the reality is that it is challenging to make decisions in light of these values.
- Once this process is completed for all eight groups/eight Core Democratic Values, ask each group to develop a description, in their own words, of the value. This may be done using pictures and words on paper or poster board. These can be used as student generated teaching posters displayed under the words for each Core Democratic Value.
- Directly teach that these values are the influencing source which leads citizens to be philanthropically involved. Let students reflect on each of the values and the student generated descriptions. Then ask students to brainstorm actions (using time, talent, and/or treasure) people may engage in to show their support of and beliefs in the values.

Assessment:

The assessment for this lesson will be in the form of a journal entry. Reflecting upon the lesson taught and eight Core Democratic Values learned, students will respond to the following prompt: *“Which Core Democratic Value holds the most importance to you? Define it in your own words and tell why you value it most. Then tell why you think the writers of the founding documents wanted to ensure the protection and promotion of that value.”*

School/Home Connection:

This activity has two parts. The first part will provide an opportunity for students to reflect upon their family as the source of personal beliefs. The second part will provide students an opportunity to describe the eight Core Democratic Values and their role in encouraging citizens to be involved by giving of their time, talent, and/or treasure. Use *School/Home Connection (Attachment Two)* for this activity. **Teacher Note:** Each individual teacher should determine appropriateness of the activity for his/her particular students and parents/caregivers.

Extension:

None for this lesson.

Bibliographical References:

None for this lesson.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	3. Democracy In Action	MS. 2. Identify disparities between American ideals and realities and propose ways to reduce them.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 6. Describe how the founding documents and core democratic values encourage citizens to act philanthropically.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.

Lesson Developed and Piloted by:

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Attachment One
Lesson One: Seeds of Our Democracy—Core Values

A Question to Ponder—What Do We Believe?

Directions: Write down the question posed to your group on the lines provided. Then discuss the question. In the left column, write down the number of people in your group who respond with a “no” response. In the right column, write down the number of people in your group who respond with a “yes” response. In the spaces below, have your recorder write the supporting reasons discussed.

Question posed: _____

<p>Number of people with a “no” response _____</p> <p>Supporting reasons:</p>	<p>Number of people with a “yes” response _____</p> <p>Supporting reasons:</p>
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Attachment Two
Lesson One: Seeds of Our Democracy—Core Values

School/Home Connection

Dear Family,

I have been learning about Core Democratic Values. In Part I of this activity, I would like us to discuss some of the values we have as a family which are the source of our actions. In Part II of this activity, I would like to tell you about eight Core Democratic Values which are fundamental beliefs that are the source of inspiration for civic action. I would like us to discuss them and brainstorm some ways we could act on these values. I hope you enjoy doing this assignment with me. It is due on _____.

Sincerely,

Student's signature

Objectives:

The learner will:

- define at least five Core Democratic Values.
 - explain the role of Core Democratic Values as commonly held beliefs among citizens which inspire them to act philanthropically.
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Attachment Two (Continued)

Lesson One: Seeds of Our Democracy—Core Values
School/Home Connection

Part I—What Do We Value?

In order to understand Core Democratic Values, we talked in class first about our beliefs and if they are influenced by family, peers, religion, or personal experience. *I need to write down five things which our family believes and I would like you to do the same.* Then we can talk about our answers.

Beliefs influenced by the family
Parent(s) or Caregiver(s) comments

Beliefs influenced by the family
Student perspective

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

Part II—Core Democratic Values

I would like to tell you about the fundamental beliefs citizens have in common. They are called Core Democratic Values. I will tell you about those eight listed below. As I describe them, please write down the descriptions I share with you.

Patriotism _____

Popular Sovereignty _____

Common Good _____

Truth _____

Justice _____

Equality _____

Attachment Two (Continued)
Lesson One: Seeds of Our Democracy—Core Values
School/Home Connection

Part II—Core Democratic Values

Individual Rights _____

Diversity _____

These Core Democratic Values inspire citizens to take action, giving of time, talent, and/or treasure just as our family beliefs are the source of our actions. *Please help me to brainstorm at least two ways we could take action to enhance **two** of the **eight** values listed above.*

Value _____

Actions to enhance this value:

1. _____

2. _____

Value _____

Actions to enhance this value:

1. _____

2. _____

Parent(s) or Caregiver(s) comments: _____

Parent(s) or Caregiver(s) signature(s) _____

Course Name: Social Studies
Unit Title: At the Core of Philanthropy—Democratic Values
Lesson Title: Lesson Two: Planting the Seeds of our Values—Contemporary Perspective
Grade Level: 6th – 8th Grades
Duration: Two Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.III.3.MS.2

Philanthropy Theme(s):

- Philanthropy and Civil Society PHIL.II.PCS05.MS.10
- Philanthropy and the Individual PHIL.III.PI01.MS.4 PHIL.III.PI01.MS.6

Purpose:

This lesson will emphasize that beliefs influence our actions. Students will research contemporary examples of individuals acting philanthropically in accordance with a *Core Democratic Value*.

Objectives:

The learner will:

- describe the action of an individual in contemporary society acting for the common good in accordance with a Core Democratic Value.
- hypothesize possible reasons for the lack of voluntary action to enhance a Core Democratic Value.
- identify and propose actions to personally enhance a Core Democratic Value.

Experiential Component:

None for this lesson.

Materials:

- Eight pictures from various sources to represent one of the eight Core Democratic Values
- Resource books, magazines, newspapers, and web sites (see **Bibliography**)
- Apples and plastic butter knives (approximately eight of each)

Materials (Continued):

- *Democracy in “Bloom” Through Voluntary Action (Attachment One)* printed on pink paper, if possible.
- Scissors

Instructional Procedure(s):

Anticipatory Set:

Divide the students into eight small groups of 3-4 students each. Present each group with an apple and a plastic butter knife to cut the apple. Tell the students that in order to maintain our democracy, it must have a “core” just like an apple does. Ask the groups to cut their apple into quarters. Tell students that, just as an apple has seeds, the “seeds” of our democracy are the Core Democratic Values. Ask students to name the values. As they do, place a construction paper seed labeled for each of the eight values onto a wall or bulletin board. Reinforce lesson one’s idea that what we believe influences our actions. Then make the analogy that when we “plant” (take action) our “seeds” (Core Democratic Values), we are getting involved as citizens which enables our democracy to “bloom” (be protected and promoted). Allow the students to eat the apple slices.

- Present each group with a picture (actual photo, magazine, drawn, or Internet picture) of people engaged in action related to one of the eight Core Democratic Values. Ask each group to describe what is happening in the photo and to identify the Core Democratic Value which is represented. Ask fellow classmates to agree or disagree and tell why. These pictures can be added to the wall display of the eight values and student-generated description posters from Lesson One. Here are examples of pictures related to each of the values:
 - **Common Good**—people caring for one another, taking care of environment
 - **Popular Sovereignty**—picture of people voting
 - **Patriotism**—picture of a soldier in battle or someone reciting *the Pledge of Allegiance*
 - **Equality**—males and females involved in the same sport or activity
 - **Diversity**—picture of a variety of people from different backgrounds interacting
 - **Truth**—picture of scales
 - **Justice**—picture of a courtroom proceeding
 - **Individual Rights**—someone practicing their religious traditions or giving a speech
- Emphasize that the Core Democratic Values represent the ideals of protecting and promoting our democracy, but that often times in reality, citizens fall short. Ask students why they think adults and young people do not act on these values. Then point out the positive reality that countless individuals **ARE** promoting and protecting our democracy by giving their time, talent and treasure according to the Core Democratic Values.

Instructional Procedure(s) [Continued]:

- Give students the opportunity to research contemporary examples of young people who are modeling how to protect and promote our democracy by taking action based upon the Core Democratic Values. Have students work with a partner to find an example using one media (newspapers, magazines, Web sites, and books). See Bibliography for book and Web site sources. Local newspapers, as well as other newspapers may be used. An excellent magazine source would be *National Geographic World* in the “Kids Did It” section. Ask students to gather pertinent information using *Democracy in “Bloom” Through Voluntary Action* recording sheet (**Attachment One**).
- Once research is completed, have all students come together as a whole group to share the example they found of young people taking philanthropic action to enhance a Core Democratic Value, thus enhancing the common good. Once each pair of students has shared the information collected on their handout, ask the whole group to decide which value is being enhanced. You may wish to add a tree above the seeds displayed during the Anticipatory Set and then ask each pair of students to cut out their blossom and attach it to the corresponding “value” tree.

Assessment:

The assessment for this lesson will be in the form of a journal entry. Students will respond to the question, “Based on your talent(s) and/or interests, what could you do to enhance a Core Democratic Value, and which value would you enhance?” Students must respond with consideration of all facets of the question.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

Web sites of interest:

www.peacecorps.gov

www.pointsoflight.org

www.vfw.org/comm/project.shtml

- Delisle, Jim. *Kid Stories: Biographies of 20 Young People You’d Like to Know*. Minneapolis: Free Spirit Publishing, 1991.
- Hoose, Phillip. *It’s Our World, Too! Stories of Young People Who Are Making a Difference*. Toronto: Little, Brown and Co., 1993.
- Roche, Joyce M., Marie Rodriguez, and Phyllis Schneider. *Kids Who Make a Difference*. New York: MasterMedia Limited, 1993.
- *National Geographic World Magazine*, “Kids Did It” section.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. III. Civic Perspective	3. Democracy In Action	MS. 2. Identify disparities between American ideals and realities and propose ways to reduce them.

Philanthropy Theme Framework:

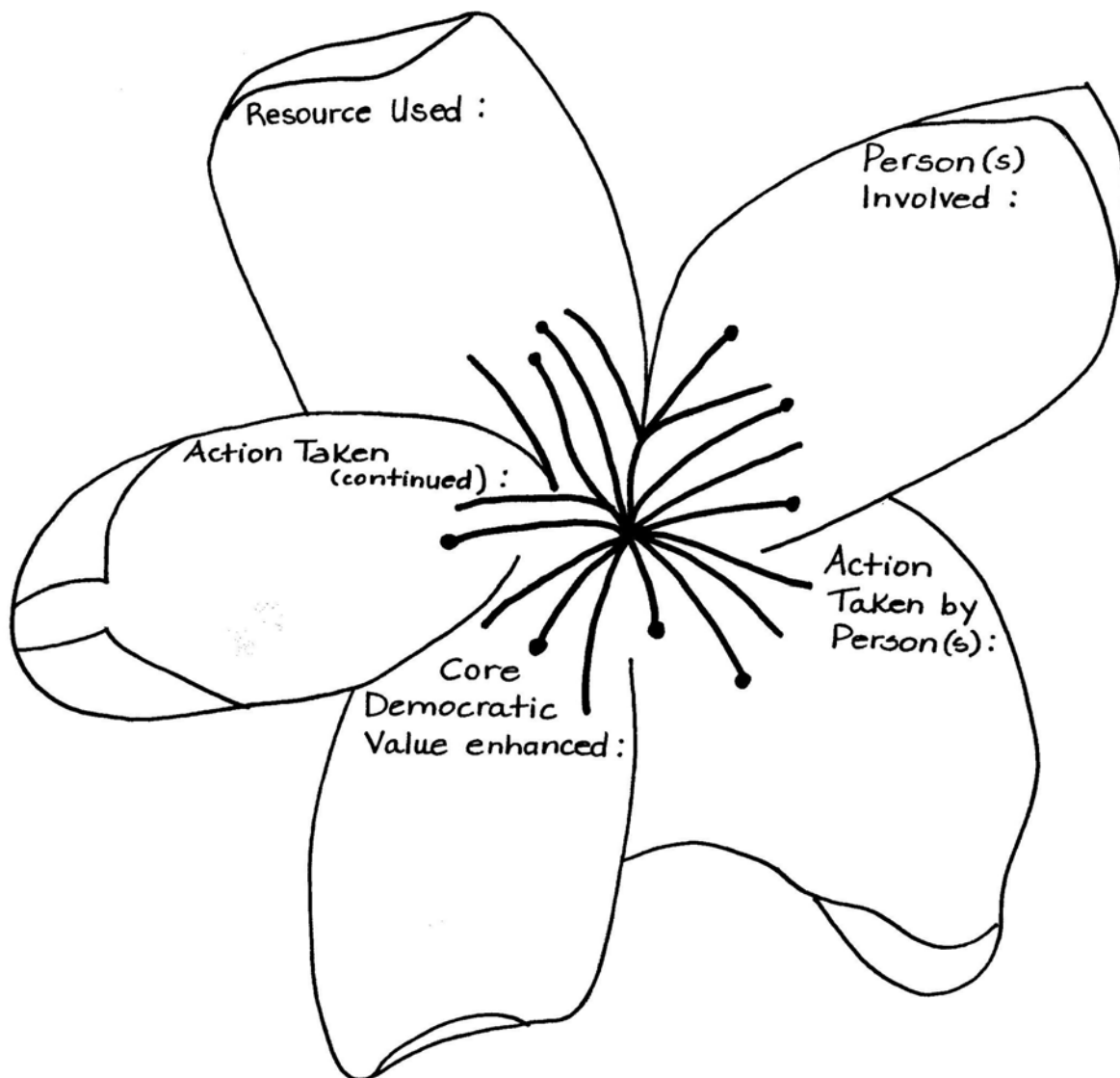
Strand	Standard	Benchmark
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 4. Identify and describe the actions of citizens who acted for the common good.
PHIL III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.

Lesson Developed and Piloted by:

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Attachment One
Lesson Two: Planting the Seeds of Our Values—Contemporary Perspective

Democracy in “Bloom” Through Voluntary Action



Course Name: Social Studies/American History
Unit Title: At the Core of Philanthropy—Democratic Values
Lesson Title: Lesson Three: Planting the Seeds of Our Values—Historical Examples
Grade Level: 6th – 8th Grades
Duration: Three Forty-Five Minute Class Periods

National Content Standards:
<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:
SOC.I.2.MS.2 SOC.I.2.MS.4

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.MS.4
- Philanthropy and Civil Society PHIL.II.PCS05.MS.10
- Philanthropy and the Individual PHIL.III.PI01.MS.4 PHIL.III.PI01.MS.6

Purpose:
Using the historical content of World War II, students will have the opportunity for meaningful and reflective thought as they witness the telling of experiences by those who were directly and indirectly involved in the war. Students will also learn about the philanthropic actions of citizens, inspired by their democratic values, who acted for the common good. Ultimately, students will see that history was changed by the impact of this war.

Objectives:
The learner will:

- describe philanthropic action by a citizen during World War II, and explain how a **Core Democratic Value** was enhanced by the action.
- interpret ways in which future history was affected as a result of citizens acting philanthropically for the common good during World War II.

Experiential Component:
None for this lesson.

Materials:

- Books and video *The Greatest Generation* videotape (see Bibliography)
- VCR
- *A Lasting Legacy—A View from World War II* (Attachment One)

Materials (Continued):

- *World War II Role Play Scenarios (Attachment Two)*
- *Role Play Assessment Recording Sheet (Attachment Three)*

Instructional Procedure(s):

Anticipatory Set:

Ask students to reflect upon and share the impact that an important person made in their lives. Ask them to describe the influencing action and why it made such a powerful impact.

- Explain to students that the purpose of this lesson is to use the acquired understanding of the Core Democratic Values and how young people in history have “planted the seeds” (Core Democratic Values) to maintain our democracy. Use the anticipatory set discussion to lead into the examination of citizens involved in World War II and how their actions, in history, made a powerful impact in maintaining our democracy, as well.
- Ask students if they know of anyone who lived during World War II and was involved here on the home front or directly involved in the war abroad. Invite them to share what they know and have learned from or about those people and times.
- Provide each student with a copy of *A Lasting Legacy—A View from World War II (Attachment One)*. Read through the statement or question in each square and make any clarifications necessary for student understanding. Show the video *The Greatest Generation* to students. After the first biography, record what was learned onto **Attachment One** as an example. Enlist student involvement to complete the information. This will be a model to students.
- Independently, students will gather information about an individual after watching several other biographies on tape, or after having read about individuals in the book, *The Greatest Generation*. You may have students engage in this activity in a variety of formats depending on time constraints as well as access to materials.

Assessment:

Students will work in small groups to conduct a role play. Each group will be given a scenario slip from *World War II Role Play Scenarios (Attachment Two)* to act out. These scenarios are derived from the book *V is for Victory* (see **Bibliography**). Some or all of the scenarios may require some direct teaching of background information for understanding depending on how familiar students are with World War II. The group will need to decide which Core Democratic Value is involved and whether the scenario shows the value being enhanced or violated. Once each group presents their role play to the class, the whole group will be asked which Core Democratic Value is being shown and whether the role play shows the value being enhanced or violated. As students are

Assessment (Continued):

discussing and planning their role play, each group will record pertinent information on *Role Play Assessment Recording Sheet (Attachment Three)* to demonstrate learning as well as for the teacher to assist in the role play planning and presentation. The following is teacher information:

- Scenario 1: Individual Rights (violated)
- Scenario 2: Common Good (enhanced)
- Scenario 3: Truth (violated)
- Scenario 4: Individual Rights (violated)
- Scenario 5: Equality (enhanced)
- Scenario 6: Patriotism (enhanced)

School/Home Connection:

None for this lesson.

Extension:

If possible, men and women who experienced WWII abroad or on the homefront should be invited into the classroom to share their perspective and lessons learned.

Bibliographical References:

- Brokaw, Tom. *The Greatest Generation*. Produced and directed by Craig Leake and Andrea Malin. 50 min. National Broadcasting Company, 1999. Videocassette. ASIN: 0767015991
- Brokaw, Tom. *The Greatest Generation*. New York: Random House, 1998. ISBN: 0375502025
- Whitman, Sylvia. *V is for Victory*. Minneapolis: Lerner Publications Company, 1993. ISBN: 0822517272

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	I. Historical Perspective	2. Comprehending the Past	MS. 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC.	I. Historical Perspective	2. Comprehending the Past	MS. 4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 4. Give examples of how Americans helped others.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS. 10. Give historic and contemporary examples of a voluntary action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 4. Identify and describe the actions of citizens who acted for the common good.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 6. Identify and explain how core democratic values relate to philanthropic activities.

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Attachment One
Lesson Three: Planting the Seeds of Our Values—Historical Perspective

A Lasting Legacy—A View from World War II

<p>Name the person and describe his or her role as it relates to World War II.</p>	<p>What philanthropic action did this person take to benefit others and the common good?</p>
<p>What Core Democratic Value was enhanced by this person's actions, and how was the value enhanced?</p>	<p>In what way(s) was history influenced as a result of this person's actions?</p>

Attachment Two
Lesson Three: Planting the Seeds of Our Values—Historical Perspective

World War II Role Play Scenarios

Directions: Cut each of the scenario slips apart and distribute one per group.

Scenario 1: On February 19, 1942, Roosevelt signed Executive Order 9066, which forced more than 110,000 men, women, and children of Japanese ancestry to abandon their homes and businesses. Many of them were never able to recover their property. “We were told that these Japanese were dangerous to the country, that Japan had invaded us,” recalls Sylvia Choate. (*V is for Victory*, 1993)

Scenario 2: Since the Lend-Lease Act, American agriculture had been feeding the Allies. As a government slogan put it, “Food will win the war and write the peace.” Housewives in rural areas canned fruits and vegetables for the military, and college students spent summers in the barnyard. At harvest time in the fall, county schools let out so kids and teachers could gather the crops. (*V is for Victory*, 1993)

Scenario 3: Not even veteran news-hounds caught the scent of the greatest story on the home front: the “Manhattan Project” – the race to build the world’s first atomic bomb. Like all defense workers, they were told to keep their mouths shut – “Loose Lips Sink Ships.” All Manhattan Project participants risked a \$10,000 fine and ten years in prison just for talking about what they were doing. After the first test of the bomb on July 16, 1945, people within 300 miles of the blast in the New Mexico desert reported seeing the flash. To stifle curiosity, army officials announced that an ammunition dump had exploded. (*V is for Victory*, 1993)

Scenario 4: After Pearl Harbor, the government screened all letters that might affect national defense. “Yes, your private mail could be read,” says Lee Saunders. He worked briefly for the U.S. Bureau of Censorship, sorting letters into piles based on country of origin – Germany, Italy, Japan, China. His superiors opened anything suspicious, hoping to intercept spy messages or to trace leaks of sensitive information. (*V is for Victory*, 1993)

Scenario 5: The need for competent, willing hands spurred change. In Baltimore in 1942, about 9,000 black Americans worked in manufacturing. By 1944, nearly 36,000 did. Although women had made up about a quarter of the labor force in the 1930’s, tradition dictated that they should keep house and raise children. By the end of the war, however, more than 18 million women, one-fourth of them married, held jobs. (*V is for Victory*, 1993)

Attachment Two (Continued)

Lesson Three: Planting the Seeds of Our Values—Historical Perspective
World War II Role Play Scenarios

Scenario 6: All sorts of citizens volunteered to defend their communities. The American Legion of Wisconsin tried to organize a militia of deer hunters, and farmers on a Washington State island patrolled the beach with pitchforks. In Philadelphia, for instance, lawyers and cabdrivers alike guarded the city's ports, taking eight-hour shifts once every six days. There was, of course, a great rush of young men wanting to enlist.

Attachment Three
Lesson Three: Planting the Seeds of Our Values—Historical Perspective

Role Play Assessment Recording Sheet

Directions: Once your group has received a World War II scenario, read it aloud and make sure it is clear to everyone. Then decide which Core Democratic Value is involved and whether it is being enhanced or violated. When you present your role play, your classmates will attempt to identify the Core Democratic Value and decide whether it is being enhanced or violated.

(Attach scenario here)

Which Core Democratic Value is involved? _____
Is this value being enhanced or violated? _____ Give a supporting
explanation for your decision.

All members of your group must have a part in the role play. Assign roles below:

Member	Role
_____	_____
_____	_____
_____	_____
_____	_____

Which information from the scenario will you include to make your role play clear and complete in showing the Core Democratic Value and whether it is enhanced or violated?

Course Name: Social Studies/American History
Unit Title: At the Core of Philanthropy—Democratic Values
Lesson Title: Lesson Four: Growing from Planted Seeds
Grade Level: 6th – 8th Grades
Duration: Two Forty-Five Minute Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.4.MS.3 SOC.I.4.MS.4 SOC.III.3.MS.2

Philanthropy Theme(s):

Philanthropy and Civil Society PHIL.II.PCS05.MS.6

Purpose:

Students will realize the importance of maintaining our democracy through philanthropic actions which are inspired by the **Core Democratic Values**. The impact of the absence of these values from our democracy will be examined with the Japanese Internment following the attack on Pearl Harbor during World War II, as one example. As a result, an experiential component will provide students with the opportunity to encourage and engage in philanthropic action among their peers to promote and protect the values which ensure our democracy.

Objectives:

The learner will:

- identify actions of the American government and people during World War II which violated Core Democratic Values in regard to Japanese Americans and describe the impact of those actions.
- list ways **Core Democratic Values** can be enhanced through philanthropic action for the common good of the student body.

Experiential Component:

This lesson, in conjunction with the others in this unit, can provide the opportunity for students to encourage their peers not only to act upon personal and civic values, but also apply those values by giving of time, talent, and treasure. Students can make an appeal to and assist their school leadership council with clarifying values of the group. (See **Instructional Procedures**.)

Materials:

- *I Am an American* (see **Bibliography**)
- *Victory at Sea Series: Volume I videotape* (see **Bibliography**)
- *Core Democratic Values vs. Japanese Internment* (**Attachment One**)
- *Rubric for Assessment Essay* (**Attachment Two**)

Instructional Procedure(s):

Anticipatory Set:

Ask students to imagine or recall a time when a rumor was spread about themselves or someone they care about. Ask them to explain the situation, without reference to names or inappropriate actions. Once students have established this personal connection to hurtful and damaging actions, ask them why rumors exist and how they get perpetuated.

- Reinforce the previous teaching that the “seeds,” being the Core Democratic Values, are at the core of our democracy to maintain and preserve it. However, those “seeds” must be “planted.” In other words, people must take action according to their values. Encourage students to take an active role as learners during this lesson by not only thinking and reflecting with their minds, but also with their hearts from a personal standpoint.
- Ask students what event occurred within the United States that posed the greatest physical threat to our democracy. If students do not state the Japanese attack on Pearl Harbor, provide clues such as the date (December 7, 1941). Then show approximately a five-minute video clip of the attack (see **Bibliographical References**). Connect the anticipatory set and the video clip to the teaching of this lesson by telling students that they are going to learn about actions in America following the Japanese attack on Pearl Harbor, when discrimination was practiced against Japanese Americans which violated their dignity.
- Read to students “Chapter Eight: Executive Order No. 9066” (pages 13-25) from the book entitled, *I Am an American*. Remind students that, although the Core Democratic Values are the ideals by which citizens live and act, what they are about to learn regarding the reality of Japanese Internment leaves those values in question. Stop periodically to invite student comments and reflection. Engage in meaningful discussion of the various perspectives of government officials and how those perspectives led to the internment, and the responses of the Japanese Americans. It may even be helpful to list the beliefs of individuals which perpetuated the belief that Japanese Americans were not only disloyal, but also aiding Japanese in conspiring to harm America. Be sure to include the perspective of those who showed support for the Japanese Americans.

Instructional Procedure(s) [Continued]:

- Have students identify actions from the reading that are enhancing or violating Core Democratic Values. You may wish to do this in conjunction with the above reading and discussion. Elicit student identification of a situation which was read that shows a Core Democratic Value being enhanced or violated. Teacher assistance may be necessary if students overlook examples. Use *Core Democratic Values vs. Japanese Internment (Attachment One)* when each situation is pointed out. Have students (individually or with a partner) write down a description of the example, the Core Democratic Value in question, whether it is being enhanced or violated and by whom. The following are suggested examples:
 - Pages 13-14 – **Patriotism** – *enhanced* – Japanese Americans are attempting to prove their loyalty to America by waving the American flag, buying war bonds, donating blood, and buying bombs for attacking Tokyo.
 - Pages 14-15 – **Justice** – *enhanced* – California Congressman Leland Ford said, “*These people are American-born. This is their country.*” United States Attorney General Francis Biddle declared, “*At no time will the government engage in wholesale condemnation of any alien group.*”
 - Page 16 – **Truth** – *violated* – A government investigation of the bombing of Pearl Harbor suggested that Japanese farmers had planted their crops in the shape of arrows pointing to Pearl Harbor as the target. Although the charge of Japanese sabotage on Hawaii was totally false, newspaper writers and radio broadcasters began warning of the danger of Japanese sabotage on the west coast.
 - Page 23 – **Equality & Diversity** – *violated* – Prejudice against the Japanese, building in California since 1906, was based on the idea that race, not citizenship, determined loyalty to America.
 - Page 25 – **Individual Rights** – *violated* – On March 2, DeWitt announced that all Japanese, regardless of citizenship, would be evacuated from Restricted Area Number One, the entire west coast, and placed in relocation camps.
 - Complete this portion of the lesson by reading pages 80-86 entitled, “*I Am an American*” to students. Lead a discussion with students regarding the perspective of the Japanese Americans in terms of how they felt about their situation and their fellow Americans.

Teacher note: Encourage students to look at the powerful black and white photographs in this book which clearly and powerfully portray the Japanese internment.

- This lesson, in conjunction with the others in this unit, can provide the opportunity for students to encourage their peers not only to act upon personal and civic values, but also apply those values by giving of time, talent, and treasure. Students can make an appeal to and assist their school leadership council with clarifying values of the group. This would be an opportunity for students to teach the council about the Core Democratic Values and brainstorm ways they can be enhanced within the school setting. Sharing content learned from World War II and Japanese Internment will serve as powerful motivating factors for the importance of action in accordance with the Core Democratic Values for the purpose of preserving democracy.

Assessment:

- Read the following paragraph from Chapter Eight of *I Am an American*:

“It was easy to be resentful,” Shi said. “We had lost our possessions and had been confined by barbed wire and guard towers, and we were still viewed by some as the enemy. I remember a woman in Denver and her two children staring at us. They seemed to come closer for a better look, and I felt like some strange new animal they had never seen before. I turned to her and shouted, ‘I am an American citizen!’ Don’t you understand?” Everything stopped and she looked at me and nodded, as if she understood. I have often thought about this woman, who didn’t know us at all. We didn’t know her, but in the brief moment she saw the injustice of our situation. I wonder why there weren’t more like her.”
- Referring to the activity from *Attachment One: Core Democratic Values vs. Japanese Internment*, understanding of philanthropic actions of individuals from World War II acquired in *Lesson Two: Planting the Seeds of Our Values—Contemporary Perspective*, as well as the descriptive posters of Core Democratic Values created in *Lesson One: Seeds of Our Democracy—Core Values*, students will write an essay with the following criteria:
 - Select three Core Democratic Values.
 - Describe a supporting example for each of the three values chosen of how the value was enhanced or violated using information learned about individuals who experienced World War II, which you learned about in Lesson Two, or a situation from the Japanese Internment.
 - One of the choices must be an example of a value being violated. For that example, explain how the gap between the ideal of the value and the reality of the action should have been different. In other words, think about the above statement, “I wonder why there weren’t more like her,” and tell how American action should have been different.
- Provide students with *Rubric for Assessment Essay (Attachment Two)*.

Unit Assessment:

Students will send letters of appreciation and encouragement to current service men (see Web site www.vfw.org/comm/project.shtml for addresses). Students will write about what they have learned about maintaining our democracy through philanthropic action to enhance Core Democratic Values. The following criteria outlined below should be used to evaluate the content of the letter. Of course, the content should be critiqued for correct language and mechanical usage separately, possibly as part of a Language Arts class.

- Clarify the context of the letter.
- Describe a minimum of three Core Democratic Values.
- Explain the role and importance of Core Democratic Values in maintaining our democracy.
- State at least two roles of servicemen for which they are appreciative.

School/Home Connection:

None for this lesson.

Extension:

None for this lesson.

Bibliographical References:

- Roosevelt, Franklin D. *Executive Order 9066*. Washington, D.C: The White House, February 19, 1942.
[<http://www.cis.yale.edu/ynhti/curriculum/units/1982/3/82.03.01.x.html#a>]
- Stanley, Jerry. *I Am an American*. New York: Random House, 1994.
ISBN: 0517597861
- *Victory at Sea Series: Volume I*. Embassy Home Entertainment, 1986 (available at most public libraries, call # 940.545 VIC). ASIN: 078060900X

Michigan Curriculum Framework:

	Strand	Standard		Benchmark
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS.	3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	MS.	4. Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
SOC.	III. Civic Perspective	3. Democracy In Action	MS.	2. Identify disparities between American ideals and realities and propose ways to reduce them.

Philanthropy Theme Framework:

	Strand	Standard		Benchmark
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	MS.	6. Describe how the founding documents and core democratic values encourage citizens to act philanthropically.

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Attachment One
Lesson Four: Growing from Planted Seeds

Core Democratic Values vs. Japanese Internment

Description of Example #1: _____

Description of Example #2: _____

Description of Example #3: _____

Description of Example #4: _____

Description of Example #5: _____

	Core Democratic Value	Enhanced or Violated?	By whom?
Example #1			
Example #2			
Example #3			
Example #4			
Example #5			

Attachment Two
Lesson Four: Growing from Planted Seeds

Rubric for Assessment Essay

Complete Mastery	Mastery in Progress	Non-Mastery
<i>Three</i> Core Democratic Values chosen and correctly stated	<i>Two</i> Core Democratic Values chosen and correctly stated	<i>One</i> or <i>no</i> Core Democratic Value(s) chosen and correctly stated
<i>Completely stated</i> and <i>accurate supporting examples</i> shown for <i>each of the three</i> values	<i>Two supporting examples</i> shown, but <i>some inaccurate information</i> or <i>incompletely stated</i> examples	<i>One or no supporting example(s)</i> included
<i>One example</i> chosen as a violation of a Core Democratic Value with <i>complete and accurate supporting information</i>	<i>One example</i> chosen as a violation of a Core Democratic Value, but <i>some incomplete or inaccurate supporting information</i>	<i>No example</i> chosen as a violation of a Core Democratic Value